

DEVELOPMENT OF AN IMPROVED GROUP GUIDANCE
PROGRAM FOR AMOS HIATT JUNIOR HIGH
SCHOOL, DES MOINES, IOWA

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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January 1966

1966
K 968

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CHAPTER I

INTRODUCTION

Guidance programs in most schools at the present time use a combination of individual and group procedures. At the outset of the guidance movement, the emphasis was on individual techniques. However, in recent years, guidance workers and administrators have become increasingly aware of the efficiency in terms of staff, time, and facilities offered by group techniques. It has become apparent to these educators that group and individual procedures are complimentary aspects of a sound guidance program. Thus, most schools have organized various types of group guidance programs--homerooms, assemblies, discussion groups, guidance courses, guidance units, et cetera. In all too many cases, these programs have become so stereotyped and formalized that they are far removed from the needs of students. To maintain an effective group guidance program there is a need for constant evaluation, revision, and improvement.

I. THE PROBLEM

The purpose of this study was to develop an improved program of group guidance for Amos Hiatt Junior High School, Des Moines, Iowa.

Specifically, this study attempted to provide information on the following aspects of the problem:

1. As reported in the literature, what group guidance practices are recommended for the junior high school?
2. What is the nature and extent of the present group guidance program at Amos Hiatt Junior High School?
3. In what general problem areas is guidance found to be needed most by Amos Hiatt students?
4. Based on the suggestions of authorities and the indicated needs of students, what improvements should be made in the present group guidance program?
5. What specific group activities should be included in the improved group guidance program?

II. IMPORTANCE OF THE STUDY

A study of this kind has importance only if it is unique, is needed, and is useful.

This study is unique in that this is the first comprehensive and formal study of group guidance practices at Amos Hiatt Junior High School. Although improvements have been made from time to time in the group program, they have been made almost entirely on a subjective basis. This study attempted to obtain an objective measure of student need as a basis for improvements.

There is a general need for more action and fundamental research in group guidance, as well as other areas of education. There is a tendency to assume that once a group program has been set up, its success has been insured. However, as Bennett suggested, to be effective, group guidance must be a growing, creative enterprise:

The past two decades have witnessed a rapid expansion of group procedures not only in guidance in the educational field but also in other fields of human service. There is need for continuous research and experimentation to discover the best methods of achieving the purposes of these group procedures in guidance.¹

Of course, a study of this kind is of little value unless it is actually used to change and supplement existing practices. Administrative support is essential in implementing the recommendations of a study of this kind. The principal at Amos Hiatt Junior High School, Bruce D. Gardner, has offered his support and cooperation as indicated in the statement below:

There is a growing need for more group guidance in our school. Our counselors are being asked to include more each year in the guidance program, and I feel counseling can be improved with added group guidance. The plan which Mr. Kutchen has presented to me indicates Amos Hiatt Junior High School can and will move toward an improved group guidance program.²

¹Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, Inc., 1963), p. 24.

²Statement by Bruce D. Gardner, personal interview, August 3, 1964.

III. PROCEDURE

The over-all plan of the study consisted of four main phases.

In the first phase, a review of the literature was conducted. Various sources were consulted to determine those group guidance practices recommended for the junior high school. Information was gathered about the fundamental aspects of group guidance and specific programs recommended for the junior high school. These recommended practices are presented in Chapter II.

In the next phases of the study, information was obtained about the guidance needs of Amos Hiatt students. The Mooney Problem Check List was selected for this purpose and administered to 332 of the 677 students enrolled at Amos Hiatt Junior High School. This sampling of students was made so as to represent the school population with respect to academic ability and grade level. This was easily accomplished since ability grouping is utilized at Amos Hiatt Junior High School. At each grade level there are two basic sections, four general sections, and two advanced sections. The representative sample was composed of one section of basic students, two sections of general students, and one section of advanced students at each grade level. One hundred thirteen seventh graders, 110 eighth graders, and

109 ninth graders participated in the study. The Check List was administered by the investigator on three consecutive days during the music, study, or physical education class periods. Students were requested to submit anonymous Check Lists.

The results from the Check List were then analyzed and tabulated. Tables were composed for each grade giving the rank order of those problems checked by twenty-five per cent or more of the students. These tables are presented and discussed in the first portion of Chapter III.

The third phase of the study investigated the existing group guidance program. Guidance records were examined and Amos Hiatt staff members were interviewed. In this manner, general and specific facts were obtained about the existing group guidance program at Amos Hiatt Junior High School. The findings of this investigation are presented in the last portion of Chapter III.

The final phase involved making comparisons, forming conclusions, and proposing recommendations based on data obtained in this study. The existing program was compared with the practices recommended by authorities and the guidance needs of Amos Hiatt youngsters as determined by the Check List. Based on the conclusions drawn from these comparisons, recommendations were made for improving group guidance practices at Amos Hiatt Junior High School.

These comparisons, conclusions, and recommendations are presented in Chapter IV of this study.

(1) Introduction

CHAPTER II

RECOMMENDED GROUP GUIDANCE PRACTICES

In the planning of most educational programs, the recommendations of authorities are a vital consideration. The writings of authorities can be an invaluable source of useful information. These sources often contain information about the effectiveness of past educational programs. Many times they provide suggestions for future programs based upon the evaluation of past practices.

The purpose of this chapter is to cite from the literature recommended group guidance practices which have significance for the junior high school. The chapter is limited to a summarization of the fundamental aspects of group guidance and to a presentation of recommended group guidance activities. Five subtopics have been selected: (1) objectives of group guidance, (2) principles of group guidance, (3) limitations and advantages of group guidance, (4) recommended group guidance programs, and (5) summary.

I. OBJECTIVES OF GROUP GUIDANCE

Group guidance activities may be designed to meet a variety of specific needs. However, the following have frequently been given as the general objectives of group guidance:

1. To help students make appropriate educational, occupational, and personal-social choices and adjustments through the dissemination of useful information.
2. To aid students in becoming increasingly aware of individual and common problems.
3. To provide background information necessary for individual counseling.
4. To establish rapport between students and guidance workers.
5. To acquaint students with the nature and availability of counseling and other guidance services.

II. PRINCIPLES OF GROUP GUIDANCE

In order to attain the above objectives, there are a number of principles that need to be considered in planning group guidance activities.

One important principle is that of proper timing. The proper time for group guidance, in most cases, is just before or at the time the information is to be used.¹ In accordance with educational psychology, it is at these times that interest is highest and retention is greatest.

¹Robert Hoppock, Group Guidance Principles, Techniques, and Evaluation (New York: McGraw-Hill Book Company, 1949), p. 10.

Closely related to the above principle is the tenet that effective group guidance must be based upon problems of real importance to students.¹ This is fundamental to a purposeful program. If group guidance is to aid students in making adjustments, it must be dedicated to meeting the needs of students.

Another important consideration in planning group activities is group size. In general, a large group is less satisfactory than a small group, because student participation tends to be limited in a large group. A group membership of twenty-five or less has been recommended.² However, in most cases, the type of activity, the objectives of the program, and the maturity level of the members will be prime factors in determining group size.³

Ideally, groups should be organized so as to be homogeneous with respect to interest, maturity level, and problem. Since this is administratively impossible, a minimum requirement is that the group should have a common

¹C. Gilbert Wrenn and Willis E. Dugan, Guidance Procedure in High School (Minneapolis: The University of Minnesota Press, 1956), p. 41.

²Ibid.

³Ruth Strang, Group Work in Education (New York: Harper and Brothers, 1959), p. 29.

interest or purpose.¹

It is, also, necessary to create a suitable atmosphere for group guidance activities. Bennett stated that, "Effective guidance through groups generally requires the same permissive and friendly atmosphere of understanding and acceptance of individuals as does counseling."²

However, no matter how well planned or executed, group guidance should not be considered a panacea.³ The guidance worker should always bear in mind that group guidance is a means of guidance and not the means of guidance. It is not a substitute for counseling or other types of guidance.

III. LIMITATIONS AND ADVANTAGES OF GROUP GUIDANCE

The limitations and advantages of group guidance relative to other guidance services are a necessary consideration in planning a sound group program.

As previously indicated, group guidance does have limitations, and it cannot be considered as the only means of guidance. The most common limitations of group guidance are:

¹J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), p. 203.

²Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, Inc., 1955), p. 97.

³Humphreys and Traxler, op. cit., p. 204.

1. A number of problems cannot be handled in groups and necessitate individual counseling. Problems of a deep personal nature and highly individual matters can only be handled through individual interviews.
2. There are some indications that group guidance, to be effective, must be supplemented by counseling. Studies have shown that appreciable improvements in educational and vocational adjustments are made only when students have received counseling in addition to group guidance.¹
3. Group guidance is not effective with all students. Super suggested that it is only the "better adjusted, more insightful, and more self-directing individuals who are able to profit much from group guidance."²

Of course, group guidance has certain advantages which cannot be overlooked. The most significant advantages are:

1. Group guidance is more economical than other guidance services in terms of time, facilities, and personnel.

¹Donald Super, "Group Techniques in the Guidance Program," Educational and Psychological Measurement, IX (Autumn, 1949), 506.

²Ibid., p. 507.

2. Group guidance can be provided without increasing the school budget.¹
3. Group guidance aids in establishing rapport between students and guidance workers.
4. Group guidance provides a background of information which aids in problem solving and improves counseling.
5. Group guidance has therapeutic value. Students learn not only that other students have similar problems, but they also learn the methods by which others have resolved difficulties.
6. Group guidance provides time for the "normal" student by assuring that guidance time will not be monopolized by the "problem case."²

IV. RECOMMENDED GROUP GUIDANCE PROGRAMS

Another major consideration in designing effective group programs is content. Topics to aid the student with educational, vocational and personal-social adjustments should be included in a sound program.³ A number of

¹Hoppock, op. cit., p. 6.

²Willa Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally and Company, 1960), p. 403.

³Emery Stoops (ed.), Guidance Services: Organization and Administration (New York: McGraw-Hill Book Company, Inc., 1959), p. 240.

specific programs have been recommended to assist students in making appropriate adjustment in these three areas.

Educational guidance programs. Throughout the student's academic life, especially during junior high years, he is in need of various types of educational information. Upon entering the junior high school from elementary school, the student needs information to help orient him to the new school. Prior to promotion to the ninth and tenth grade, he needs information about the available electives. Help-direction, and guidance is also needed by the student in developing the study techniques necessary for individual study. Group programs devoted to such topics as orientation, educational opportunities, and study techniques can do much to meet these needs.

As the student enters the relatively complex junior high school from the elementary school, orientation services can aid greatly in promoting proper adjustment to the new situation. Adjusting to this new environment is a bewildering experience for many students. The new students' lack of understanding of the junior high school often gives rise to fears and anxieties. Presenting certain information which will help acquaint the students with their new environment can often alleviate these fears and anxieties.

A comprehensive orientation program should cover

these six topics: (1) personnel, (2) plant, (3) programs, (4) policies, (5) procedures, and (6) pupil participation.¹ During the first orientation meeting, school personnel should be introduced. Students should become acquainted with the faculty members, as well as the members of the custodial and clerical staff. It is also important that students become acquainted with the floor plan of the school plant. This can often be accomplished through tours of the building. Consideration should also be given to the various programs of the school, such as the health services, the guidance services, the library services, and the courses of study. Students will also need to know some of the policies of the school concerning marking, promotions, homework, attendance, discipline, et cetera. In addition, explanations of procedures to be followed in the classroom, in the corridor, in the cafeteria, and during fire drill should be given. Attention should also be given to the opportunities for pupil participation in extracurricular activities. If these six topics are well handled, the incoming students are likely to make a satisfactory adjustment to the junior high situation.

Group guidance, in addition to providing assistance

¹Mauritz Johnson, Jr., William E. Busacker, and Fred Q. Bowman, Jr., Junior High School Guidance (New York: Harper and Brothers, 1961), pp. 50-51.

in present adjustments, may aid the student in making decisions for the future. Junior high school students must make a number of tentative and final decisions concerning eighth and ninth grade electives and a senior high school program. To make these decisions, it is essential that students be provided with certain types of information about available educational opportunities. Much of this information can be presented through group procedures.

Basically an educational opportunities program should present information on junior and senior high school electives and certain background information relating to these choices. The students need to be informed of the available junior and senior high school electives, the nature of these choices, and where these choices may lead.¹ In addition, facts should be presented about educational opportunities available beyond high school.² This is important, for sound educational and vocational choices are based upon a knowledge of state and private colleges, trade and business schools, apprenticeship programs, as well as on-the-job training programs.

Another obligation of the school in presenting educa-

¹Hoppock, op. cit., p. 21.

²Henry B. McDaniel and G. A. Shaftel, Guidance in the Modern School (New York: Henry Holt and Company, Inc., 1956), p. 381.

tional guidance has been suggested by Hoppock. "Perhaps one of the most urgent responsibilities we have in educational guidance is to warn students about gyp schools, which employ high pressure salesmen, but which are not accredited."¹

Group procedures may also be used to aid the student in developing study techniques. Guidance in this area is especially appropriate at the junior high level. With the increased demand for individual study at this level, it is essential that students develop certain study techniques. Many of these techniques can be effectively presented through group programs.² Such a program might cover the following topics:

1. How to arrange environmental conditions for effective study.
2. How to budget study time.
3. How to take good notes.
4. How to prepare and take examinations.
5. How to use library facilities.

Occupational guidance programs. In addition to educational information, students at the junior high level

¹Hoppock, op. cit., p. 22.

²Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, 1955), p. 187.

are in need of occupational information. Group procedures have often been used at the senior high level as an effective means of providing occupational information. Until recent years this phase of guidance had been neglected at the junior high school level.¹

The content of occupational group guidance programs should be suited to the maturity level of the students. Since junior high youngsters are not ready to make specific vocational choices, occupational information presented at this level should be rather general. Broad fields of work should be studied rather than specific jobs. Time should be devoted to studying the methods of finding occupational information.

Besides presenting information about future employment, the guidance program should provide the students with facts about immediate job opportunities.² Although much of this information can be provided through placement services, the group guidance program can be utilized to present information on how to get a job.³

Personal-social guidance programs. In addition to

¹Edward C. Glanz, Groups in Guidance (Boston: Allyn and Bacon, Inc., 1962), p. 241.

²Barbara H. Wright, Practical Handbook for Group Guidance (Chicago: Science Research Associates, 1948), p. 123.

³Norris, Zeran, and Hatch, op. cit., p. 341.

aiding students with educational and vocational adjustments, group guidance can aid students with personal-social adjustments. Since adolescence is a period of rapid change calling for adjustments in the physical, social, and personal areas, personal-social topics are especially appropriate at the junior high level. Of course, certain problems in this area are so personal that they cannot be handled in groups. However, such topics as good grooming, physical development, and family relations can be handled through group procedures.

The rapid physical changes occurring during adolescence force the adolescent to be quite conscious of his physical development and that of others. At this time guidance is needed to promote self-understanding and acceptance of individual differences. Through well organized group programs, young people can be helped to understand the physical changes which occur as one approaches maturity.¹ Growth rates, sexual development, skin disturbances, and growth problems are a few topics which can be considered.

Another matter of concern to adolescents is personal appearance. Since young people realize that personal appearance is important in winning peer approval, they are eager to learn methods of improving their appearance. Through

¹Norris, Zeran, and Hatch, op. cit., p. 236.

group programs, students may learn about the rules of cleanliness, care of skin and hair, selection and upkeep of clothing, rules of good posture, and tips for proper dieting.¹

Family relations is another topic suitable for group guidance.² During adolescence, a number of conflicts arise between adolescents and their parents. If students understand some of the common sources of family difficulty, family relations can be improved.³ Some of the common sources of family difficulty are sibling conflicts, parental aspirations, parental regulations, and financial problems.⁴

V. SUMMARY

In this chapter, recommended group guidance practices which have significance for the junior high school were presented. Such recommendations can aid in designing a sound group guidance program. Of course, these recom-

¹Roeber, Smith, and Erickson, loc. cit.

²Iowa State Department of Public Instruction, Guidance Services, Suggested Policies for Iowa Schools (Des Moines: State of Iowa, 1963), p. 15.

³Margaret E. Bennett, Guidance and Counseling in Groups (New York: McGraw-Hill Book Company, Inc., 1963), p. 345.

⁴Norris, Zeran, and Hatch, op. cit., p. 232.

mendations should not be applied dogmatically. Adequate consideration of student needs is important. The recommendations of authorities can serve as guidelines in designing an effective group guidance program.

CHAPTER III

PRESENTATION AND ANALYSIS OF RESULTS

To plan an improved group guidance program it was essential to obtain information about the guidance needs of Amos Hiatt students and the existing group guidance program at Amos Hiatt Junior High School. As previously indicated, data about student needs were obtained through administration of the Mooney Problem Check List, and information about existing group guidance practices was obtained through personal interviews and an examination of guidance records.

This chapter of the report is organized into two main sections. The first section, Presentation and Discussion of Check List Results, has three subdivisions: (1) seventh grade, (2) eighth grade, and (3) ninth grade. The second section, Existing Group Guidance Program, has two subdivisions: (1) general aspects and (2) specific programs.

I. PRESENTATION AND DISCUSSION OF CHECK LIST RESULTS

To obtain some indication of student need, the Mooney Problem Check List was administered to 332 students at Amos Hiatt Junior High School in May, 1964. There were 667 students enrolled in the school at that time. The representative sample was selected so as to approximate the general

population with respect to grade level and academic ability.

The Check List results are presented in this chapter in three tables, one for each grade. Only those items which were checked by twenty-five per cent or more of the students are presented. Each table is divided into seven subsections corresponding to the seven general problem areas (Health and Physical Development; Home and Family; School; Money, Work, The Future; Boy and Girl Relations; Relations to People in General; and Self-centered Concerns) of the Check List. The rank order of the items checked by twenty-five per cent or more of the students is given within each of the subsections.

In the discussion of the Check List results, which follows, a number of items found in the tables are not discussed. This does not mean that these problems were considered unimportant, but, rather, that with respect to group guidance they were considered irrelevant. The omitted problems were those of a highly personal or an instructional nature.

Seventh grade. The Check List revealed a number of problems of concern to the seventh grade group. A summary of the seventh grade responses on the Check List is presented in Table I.

TABLE I

RESULTS OF MOONEY PROBLEM CHECK LIST
ADMINISTERED TO 113 SEVENTH GRADE
AMOS HIATT STUDENTS, MAY, 1964

General problem area	Items checked by twenty-five per cent or more of the students	Percentage of students checking items
Health and Physical Development	Don't get enough sleep.	26
	Often not hungry for my meals.	26
	Trouble with my eyes.	26
	Getting tired easily.	26
School	Worried about grades.	45
	Afraid to speak up in class.	41
	Afraid of tests.	40
	So often feel restless in class.	39
	Can't keep my mind on my studies.	37
	Trouble with arithmetic.	37
	Not interested in certain subjects.	35
	Not spending enough time in study.	34
	Afraid of failing in school work.	33
	Don't like to study.	31
	Trouble with oral reports.	30
	Not interested in books.	27
	Getting low grades in school.	25
	Too much school work to do at home.	25
	Dull classes.	25
Home and Family		
Money, Work, The Future	Wanting to earn some of my own money.	38
	Wanting to know more about college.	32
	Having to ask parents for money.	30
	Spending money foolishly.	29
	Wanting to buy more of my own things.	27
	Wondering what becomes of people when they die.	26
	Having no regular allowance.	25

TABLE I (continued)

General problem area	Items checked by twenty-five per cent or more of the students	Percentage of students checking items
Boy and Girl Relations	Keeping myself neat and looking nice.	32
	Learning how to dance.	27
Relations to People in General	Wishing people liked me better.	33
	Bashful.	25
	Missing someone very much.	25
Self-centered Concerns	Being afraid of making mistakes.	34
	Being nervous.	34
	Trying to stop a bad habit.	31
	Sometimes not being as honest as I should be.	29
	Daydreaming.	27
	Finding it hard to talk about my troubles.	27
	Being punished for something I didn't do.	25

In the first general problem area, Health and Physical Development, no significant group guidance problems were checked.

The area, School, received the largest number of checks. Of the fifteen items checked in this area by twenty-five per cent or more of the students, responses to seven items suggested a need for more effective study techniques. This was indicated for the following items: "Afraid of tests," "Can't keep my mind on my studies," "Not spending enough time in study," "Afraid of failing in school work," "Don't like to study," "Not interested in books," and "Too much school work to do at home."

In the area, Home and Family, there were no items checked by twenty-five per cent or more of the seventh grade group.

In the area, Money, Work, the Future, thirty-eight per cent of the students indicated a desire to earn some of their own money. Wanting more information about college was deemed a problem by nearly one third of the students.

One problem of significance was registered in the area, Boy and Girl Relations. Personal appearance was a matter of concern to thirty-two per cent of the students.

No problems of significance for group guidance were found in the general problem areas, Relations to People in General and Self-centered Concerns.

Eighth grade. Many of the problems found to be matters of concern to the seventh grade group were also found to be matters of concern to the eighth grade group. Table II presents those problems checked by twenty-five per cent or more of the eighth grade group.

In the first general problem area, Health and Physical Development, no important group guidance problems were checked.

The area, School, received the largest number of checks. Many of the items checked in this area related directly or indirectly to study habits. Such items were: "Don't like to study," "Not spending enough time in study," "Can't keep my mind on my studies," "Afraid of failing in school work," and "Not interested in books."

In the area, Home and the Family, more than one fourth of the students expressed concern about sibling difficulties and one fourth felt that their parents had old-fashioned ideas.

Four important problems were revealed in the area, Money, Work, the Future. Students' desire for employment was indicated by these items: "Wanting to earn some of my own money," checked by thirty-nine per cent; "Needing a job during vacation," checked by twenty eight per cent; and "Needing a part-time job now," checked by twenty-five per cent. Wanting more information about college was deemed a

TABLE II

RESULTS OF MOONEY PROBLEM CHECK LIST
ADMINISTERED TO 110 EIGHTH GRADE
AMOS HIATT STUDENTS, MAY, 1964

General problem area	Items checked by twenty-five per cent or more of the students	Percentage of students checking items
Health and Physical Development	Don't get enough sleep.	42
	Overweight	28
School	Not interested in certain subjects.	38
	So often feeling restless in classes.	37
	Don't like to study.	36
	Not spending enough time in study.	36
	Trouble with arithmetic.	36
	Can't keep my mind on my studies.	34
	Teachers not practicing what they preach.	34
	Afraid of failing in school work.	30
	Trouble with oral reports.	30
	Dull classes.	27
	Worried about grades.	26
	Not interested in books.	25
	Trouble with writing.	25
Home and Family	Afraid to speak up in class.	25
	Not getting along with a brother or sister.	26
	Parents old-fashioned in their ideas.	25
Money, Work, The Future	Wanting to earn some of my own money.	39
	Having no regular allowance.	36
	Wanting to buy some of my own things.	31
	Wondering what becomes of people when they die.	28

TABLE II (continued)

General problem area	Items checked by twenty- five per cent or more of the students	Percentage of students checking items
	Needing a job during vacation.	28
	Wanting to know more about college.	27
	Spending money foolishly.	25
	Having to ask parents for money.	25
	Too few nice clothes.	25
	Needing a part-time job now.	25
Boy and Girl Relations		
Relations to People in General	Wishing people liked me better.	32
	Disliking someone.	29
	Missing someone very much.	27
	Never chosen as a leader.	25
Self-centered Concerns		
	Being afraid of making mistakes.	31
	Finding it hard to talk about my troubles.	28
	Being nervous.	27
	Sometimes not being as honest as I should be.	27
	Sometimes wishing I'd never been born.	26
	Forgetting things.	25

problem by more than one fourth of the students.

No problems were checked by twenty-five per cent or more of the eighth grade students in the areas, Boy and Girl Relations, Relations to People in General, and Self-centered Concerns.

Ninth grade. The survey also revealed a number of problems of concern to the ninth grade group. Table III presents those problems checked by twenty-five per cent or more of this group.

In the first general problem area, Health and Physical Development, no significant group guidance problems were checked.

A number of problems in the area, School, indicated difficulties with study techniques. This was suggested by the following items: "Can't keep my mind on my studies," checked by forty-seven per cent; "Not spending enough time in study," checked by forty-two per cent; "Don't like to study," checked by forty-one per cent; "Afraid of tests," checked by thirty-eight per cent; "Afraid of failing in school work," checked by thirty-five per cent; and "Not interested in books," checked by twenty-seven per cent.

TABLE III

RESULTS OF MOONEY PROBLEM CHECK LIST
ADMINISTERED TO 109 NINTH GRADE
AMOS HIATT STUDENTS, MAY, 1964

General problem area	Items checked by twenty-five per cent or more of the students	Percentage of students checking items
Health and Physical Development	Don't get enough sleep.	41
	Often not hungry for meals.	27
	Underweight.	26
School	Can't keep my mind on my studies.	47
	So often feel restless in classes.	45
	Not spending enough time in study.	42
	Don't like to study.	41
	Not interested in certain subjects.	38
	Afraid of tests.	38
	Worried about grades.	38
	Afraid to speak up in class.	38
	Dull classes.	36
	Afraid of failing in school work.	35
	Teachers not practicing what they preach.	34
	Getting low grades in school.	29
	Trouble with arithmetic.	29
Home and Family	Not interested in books.	27
	Trouble with oral reports.	26
	Parents don't understand me.	33
	Wanting more freedom at home.	33
	Talking back to parents.	32
	Parents old-fashioned in their ideas.	31
	Worried about someone in the family.	27
	Unable to discuss certain problems at home.	26
	Not telling parents everything.	26

TABLE III (continued)

General problem area	Items checked by twenty-five per cent or more of the students	Percentage of students checking items
Money, Work, The Future	Wanting to earn some of my own money.	54
	Having to ask my parents for money.	44
	Needing a job during vacation.	42
	Wanting to buy some of my own things.	40
	Needing to find a part-time job now.	38
	Wanting to know more about college.	32
	Having no regular allowance.	28
	Wanting advice on what to do after high school.	27
	Wondering if I'll ever get married.	26
	Spending money foolishly.	25
	Not knowing what I really want.	25
Boy and Girl Relations	No place to entertain friends.	30
	Thinking too much about the opposite sex.	29
	Too little chance to do what I want to do.	27
	Trouble in keeping a conversation going.	27
	So often not allowed to go out at night.	26
	Learning how to dance.	26
Relations to People in General	Being stubborn.	37
	Missing someone very much.	34
	Losing my temper.	33
	Bashful.	31
	Getting into arguments.	28
	Feelings too easily hurt	28
	Disliking someone.	26

TABLE III (continued)

General problem area	Items checked by twenty-five per cent or more of the students	Percentage of students checking items
Self-centered Concerns	Being afraid of making mistakes.	41
	Sometimes not being as honest as I should be.	41
	Trying to stop a bad habit.	40
	Being nervous.	38
	Sometimes wishing I'd never been born.	36
	Not taking some things seriously enough.	35
	Sometimes lying without meaning to.	33
	Can't forget some mistakes I've made.	33
	Being punished for something I didn't do.	32
	Finding it hard to talk about my troubles.	32
	Worrying.	29
	Daydreaming.	28
	Feeling ashamed of something I've done.	28
	Being lazy.	27
	Taking things too seriously.	26

DRAKE LIBRARY

Relative to seventh and eighth grade results, a significantly higher frequency of home and family problems was registered by the ninth grade group. A total of seven problems was checked by twenty-five per cent or more of the ninth grade group in the area, Home and Family, and six of these problems indicated difficulties between students and their parents.

In the area, Work, Money, the Future, concern was expressed about immediate job opportunities and the future. A desire for immediate employment was indicated by these items: "Wanting to earn some of my own money," checked by fifty-four per cent; "Needing a job during vacation," checked by forty-two per cent; and "Needing to find a part-time job now," checked by thirty-eight per cent. Other significant items checked in this area indicated student's concern about the future. Wanting more information about college was deemed a problem by nearly one third of this group. More than one fourth of the students checked the problem, "Wanting advice on what to do after high school."

No problems of significance for group guidance were found in the general problem areas, Boy and Girl Relations, Relations to People in General, and Self-centered Concerns.

II. EXISTING GROUP GUIDANCE PROGRAM

Having obtained data about student needs, facts were

then gathered about the existing group guidance program at Amos Hiatt Junior High School. Personal interviews were held with the principal, boys' adviser, girls' adviser, teachers, and counselors. Guidance records, reports, and files were examined. In this manner, general and specific facts about the existing group guidance program were obtained.

General aspects. In the secondary schools of the Des Moines public school system, group guidance is provided through assemblies and special course units. Guidance courses are not offered, and the ten-minute homeroom period is used primarily to expedite administrative routine. School policy does recommend the allocation of twenty-five minutes per week for guidance assemblies and special course units.¹ By these means, various group guidance topics were presented to Amos Hiatt Junior High School students during the 1963-64 school year.

The following group guidance programs were presented to the seventh, eighth, and ninth grade students, respectively, at Amos Hiatt Junior High during the 1963-64 school year:

1. Seventh Grade Programs

- a. Orientation Program for Seventh Grade

¹Des Moines Public Schools, Department of Guidance, Guidance Guidelines (Des Moines: Des Moines Technical High School Press, 1964), p. 33.

- b. Meeting of Seventh Grade Girls
- c. Meeting of Seventh Grade Boys
- d. Explanation of Unsatisfactory Work Slip
- e. Human Growth
- f. Summer School

2. Eighth Grade Programs

- a. Meeting of Eighth and Ninth Grade Girls
- b. Meeting of Eighth and Ninth Grade Boys
- c. "The Technical High School"
- d. Technical High School Representative
- e. East High School Representative
- f. Vocational Information
- g. Occupational Information
- h. Ninth Grade Electives
- i. "Nursing as a Career"
- j. Planning a Tentative Ninth and Tenth Grade Program
- k. Eighth Grade Group Parent Conferences
- l. "The Conventional High School
- m. Future Employers, a Meeting for Boys
- n. "Job Opportunities in Specific Areas for High School Students"
- o. Future Employers, a Meeting for Girls
- p. Summer School

3. Ninth Grade Programs

- a. Meeting of Eighth and Ninth Grade Girls

- b. Meeting of Eighth and Ninth Grade Boys
- c. "The Technical High School"
- d. Technical High School Representative
- e. Vocational Information
- f. Occupational Information
- g. The Drop-out
- h. East High School Representative
- i. Planning a Tentative High School Program
- j. Ninth Grade Group Parent Conferences
- k. "Nursing as a Career"
- l. "The Conventional High School"
- m. Future Employers, a Meeting for Boys
- n. "Job opportunities in Specific Areas for High School Students"
- o. Future Employers, a Meeting for Girls
- p. Summer School

It may appear from this outline of the program that the ninth grade students merely reviewed material they had already covered in eighth grade. However, this was not the case. Prior to the 1963-64 school year, ninth grade electives were selected during eighth grade, and tenth grade electives were selected during ninth grade. As of September, 1963, this was changed. At that time, agreement was reached among the Des Moines guidance personnel that eighth grade students should plan a tenth, as well as a ninth

grade course of study, since a number of tenth grade courses have ninth grade prerequisites. The 1963-64 school year was a transition period. During this period, both systems, the year-by-year plan and the two-year-interval plan, were in operation. Thus, information about senior high school electives and information relative to these electives was presented to both the eighth and ninth grade students.

Specific programs. The outline of the existing group guidance program previously presented gave some general indications of the types of information offered to Amos Hiatt Junior High School students during the 1963-64 school year. However, a full understanding of the comprehensiveness of the existing group guidance program can only be achieved through an analysis of the individual programs. To present these data, an outline of each program offered during the 1963-64 school year was prepared by the investigator. On the following pages, these outlines are presented in chronological order.

Orientation Program for Seventh Grade.

- I. Type of Program: Educational information
- II. Objective: To aid incoming students in making a proper adjustment to the junior high situation.
- III. Students Involved: Seventh grade students
- IV. Date and Place: August 30, 1963; Auditorium and homerooms
- V. Time Allotted: Three hours
- VI. Sponsors: Principal, counselors, and homeroom teachers
- VII. Procedures and Materials Used: Seventh grade students met first in the auditorium for a general meeting and later in the homerooms for small group meetings. At the general meeting, the principal and boys' adviser spoke to the students. Student handbooks were distributed. During the homeroom meetings, the homeroom teachers discussed various topics with the students.
- VIII. Activities and Major Topics of Program:
 - A. A message of "welcome" by the principal
 - B. Introduction of school staff
 - C. Some policies and procedures in effect at Amos Hiatt Junior High School
 - 1. School hours
 - 2. Schedule of school day

3. Importance of attendance
 4. Importance of punctuality
 5. Procedure for being excused from school
 6. Free transportation
 7. Cafeteria
 8. Locker and lock
 9. Pupil personnel services
- D. Activities with the homeroom teacher
1. Issue lockers
 2. Practice with combination lock
 3. Explanation and completion of program cards
 4. Tour of the school building

Meeting of Seventh Grade Girls.

- I. Type of Program: Educational information
- II. Objective: To inform students of the policies in effect at Amos Hiatt Junior High School
- III. Students Involved: Seventh grade girls
- IV. Date and Place: September 13, 1963; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: Girls' adviser
- VII. Procedures and Materials Used: All the seventh grade girls were assembled for the meeting. The girls' adviser, school nurse, and school counselors spoke to the group.
- VIII. Activities and Major Topics of Program:
 - A. Review of school rules
 - 1. Punctuality
 - 2. Hall conduct
 - 3. Attendance
 - 4. Proper school attire
 - 5. Procedure for being excused from school
 - B. Counseling service
 - C. Health service
 - D. Study habits
 - E. Question and answer period

Meeting of Seventh Grade Boys.

- I. Type of Program: Educational information
- II. Objective: To inform students of the policies in effect at Amos Hiatt Junior High School
- III. Students Involved: Seventh grade boys
- IV. Date and Place: September 13, 1963; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: Boys' adviser
- VII. Procedures and Materials Used: All the seventh grade boys were assembled for this meeting. The boys' adviser, school nurse, and school counselors spoke to the group.
- VIII. Activities and Major Topics of Program:
 - A. Review of school rules
 1. Punctuality
 2. Hall conduct
 3. Attendance
 4. Proper school attire
 5. Procedure for being excused from school
 - B. Counseling service
 - C. Health service
 - D. Study habits
 - E. Question and answer period

Meeting of Eighth and Ninth Grade Girls.

- I. Type of Program: Educational information
- II. Objective: To inform students of the policies in effect at Amos Hiatt Junior High School
- III. Students Involved: Eighth and ninth grade girls
- IV. Date and Place: September 13, 1963; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: Girls' adviser
- VII. Procedures and Materials Used: All the eighth and ninth grade girls were assembled for this meeting. The girls' adviser, school nurse, and school counselors spoke to the group.
- VIII. Activities and Major Topics of Program:
 - A. Review of school rules
 - 1. Punctuality
 - 2. Hall conduct
 - 3. Attendance
 - 4. Proper school attire
 - 5. Procedure for being excused from school
 - B. Counseling service
 - C. Health service
 - D. Study habits
 - E. Question and answer period

Meeting of Eighth and Ninth Grade Boys.

- I. Type of Program: Educational information
- II. Objective: To inform students of the policies in effect at Amos Hiatt Junior High School
- III. Students Involved: Eighth and ninth grade boys
- IV. Date and Place: September 13, 1963; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: Boys' adviser
- VII. Procedures and Materials Used: All the eighth and ninth grade boys were assembled for this meeting. The boys' adviser, school nurse, and school counselors spoke to the group.
- VIII. Activities and Major Topics of Program:
 - A. Review of school rules
 1. Punctuality
 2. Hall conduct
 3. Attendance
 4. Proper school attire
 5. Procedure for being excused from school
 - B. Counseling service
 - C. Health service
 - D. Study habits
 - E. Question and answer period

Explanation of Unsatisfactory Work Slips

- I. Type of Program: Educational information
- II. Objective: To inform students of the use and significance of the unsatisfactory work slip.
- III. Students Involved: Seventh grade students
- IV. Date and Place: October 4, 1963; Language arts classes
- V. Time Allotted: Fifteen minutes
- VI. Sponsors: Counselors
- VII. Procedures and Materials Used: Brief meetings were held during the various seventh grade language arts classes throughout the school day. A sample unsatisfactory work slip was given to each student. The counselors discussed with the students the use and significance of the unsatisfactory work slip.
- VIII. Activities and Major Topics of Program:
 - A. The reasons for issuing unsatisfactory work slips were discussed.
 - B. Possible methods for improving work were discussed.
 - C. Students were reminded of the availability of the counseling service.
 - D. Question and answer period

The Technical High School.

- I. Type of Program: Educational information
- II. Objective: To inform students of the educational opportunities available at Des Moines Technical High School
- III. Students Involved: Eighth and ninth grade students
- IV. Date and Place: November 7, 1963; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: Des Moines Technical High School counselors and KDPS television station
- VII. Procedures and Materials Used: This televised program was produced by KDPS, Des Moines public schools' educational television station. All eighth and ninth grade students assembled in the auditorium to view the program.
- VIII. Activities and Major Topics of Program:
 - A. Educational opportunities at Des Moines Technical High School
 - B. Definition of the term "core area"
 - C. Entrance requirements at Des Moines Technical High School
 - D. Extracurricular activities
 - E. Presentation of general information about the twenty-seven "core areas"

Vocational Information.

- I. Type of Program: Occupational information
- II. Objective: To acquaint students with the problems encountered in selecting a vocation
- III. Students Involved: Ninth grade students
- IV. Date and Place: November 11, 1963; Social science classes
- V. Time Allotted: Fifty minutes
- VI. Sponsors: School counselors
- VII. Procedures and Materials Used: This program was presented on eight different occasions to eight different groups of eighth grade students during social science classes. The counselors discussed with the students various aspects of career planning. Mimeograph materials were used in these meetings.
- VIII. Activities and Major Topics of Program:
 - A. Importance of career planning
 - B. Basic facts to consider in vocational planning
 1. Abilities and aptitudes
 2. Interests
 3. Opportunities
 - C. Methods of identifying abilities and interests
 - D. Current trends in job opportunities
 - E. General job categories and their related abilities

Occupational Information.

- I. Type of Program: Occupational information
- II. Objective: To acquaint students with some of the sources of occupational information
- III. Students Involved: Ninth grade students
- IV. Date and Place: November 13, 14, and 15, 1963;
School library
- V. Time Allotted: One hundred and fifty minutes
- VI. Sponsors: School librarian, language arts teachers, school counselors
- VII. Procedures and Materials Used: This program was a special three-day language arts unit. During these three days, ninth grade language arts classes were held in the school library. On the first day of this unit, the librarian discussed with the students the various sources of occupational information found in the school library. The last two days were devoted to individual study. Each student investigated three occupations.
- VIII. Activities and Major Topics of Program:
 - A. Sources of occupational information found in the school library
 1. Occupational Literature
 2. Dictionary of Occupational Titles
 3. Occupational Outlook Handbook

4. Readers' Guide to Periodical Literature
 5. Vertical file
 6. Card catalog
 7. Encyclopedias
- B. How to use these sources
- C. Question and answer session
- D. Students' investigation of three occupations
1. Duties and nature of the occupation
 2. Qualifications
 3. Preparation
 4. Methods of entry
 5. Advancement
 6. Earnings
 7. Related occupations

The Drop-out.

- I. Type of Program: Educational information
- II. Objective: To help students realize the importance of staying in school
- III. Students Involved: Ninth grade students
- IV. Date and Place: November 18, 1963; Auditorium
- V. Time Allotted: Fifty minutes
- VI. Sponsors: School counselors
- VII. Procedures and Materials Used: All ninth grade students assembled in the auditorium. A counselor from the Iowa State Employment Service spoke to the students. The film, "When I'm Old Enough, Goodbye," was shown.
- VIII. Activities and Major Topics of Program:
 - A. The importance of staying in school
 - B. The film, "When I'm Old Enough, Goodbye," was shown. This film dramatized the case history of a school drop-out.

Technical High School Representative.

- I. Type of Program: Educational information
- II. Objective: To provide students the opportunity of asking questions about the programs offered at Des Moines Technical High School
- III. Students Involved: Ninth grade students
- IV. Date and Place: November 19, 1963; Auditorium
- V. Time Allotted: Fifty minutes
- VI. Sponsors: Des Moines Technical High School counselors
- VII. Procedures and materials Used: All ninth graders were assembled in the auditorium. A pamphlet about the educational programs offered at Technical High School was distributed. Technical High School counselors discussed the various training programs and used slides to illustrate phases of the programs.
- VIII. Activities and Major Topics of Program:
 - A. Review of general information about Des Moines Technical High School
 - B. Slides illustrating the various training programs were shown
 - C. Question and answer period

East High School Representative.

- I. Type of Program: Educational information
- II. Objective: To inform students of the educational opportunities available at East Des Moines High School
- III. Students Involved: Ninth grade students
- IV. Date and Place: November 26, 1963; Auditorium
- V. Time Allotted: Fifty minutes
- VI. Sponsors: East High School counselors
- VII. Procedures and Materials Used: All ninth grade students were assembled in the auditorium. A mimeograph of the educational programs offered at Des Moines East High School was distributed. East High counselors spoke to the students about the programs.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. Track system at East High School
 - C. Electives offered at East High School
 - D. Extracurricular activities at East High School
 - E. Question and answer period

Technical High School Representative.

- I. Type of Program: Educational information
- II. Objective: To provide students the opportunity of asking questions about the programs offered at Des Moines Technical High School
- III. Students Involved: Eighth grade students
- IV. Date and Place: November 27, 1963; Auditorium
- V. Time Allotted: Fifty minutes
- VI. Sponsors: Des Moines Technical High School counselors
- VII. Procedures and Materials Used: All eighth graders were assembled in the auditorium. A pamphlet about the educational programs offered at Technical High School was distributed. Technical High School counselors discussed the various training programs and used slides to illustrate phases of the programs.
- VIII. Activities and Major Topics of Program:
 - A. Review of general information about Des Moines Technical High School
 - B. Slides illustrating the various training programs were shown.
 - C. Question and answer period

Planning a Tentative High School Program.

- I. Type of Program: Educational information
- II. Objective: To help students develop a tentative high school program
- III. Students Involved: Ninth grade students
- IV. Date and Place: November 29, 1963; Social science classes
- V. Time Allotted: Fifty minutes
- VI. Sponsors: School counselors
- VII. Procedures and Materials Used: This program was presented on eight occasions to eight different groups of ninth grade students during social science classes. The school counselors discussed with the students various types of information relative to planning a tentative high school program. Mimeograph materials were used.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. A review of graduation requirements
 - C. A brief review of senior high school electives
 - D. Directions for completing the "scratch program"
 - E. Question and answer period
 - F. Students worked individually on a tentative high school program
 - G. Appointments were made for individual interviews

Ninth Grade Group Parent Conferences.

- I. Type of Program: Educational information
- II. Objective: To help students and their parents form some tentative and final decisions about a senior high school program.
- III. Students Involved: Ninth grade students
- IV. Date and Place: December 3, 4, and 5, 1963; School cafeteria
- V. Time Allotted: One hundred minutes
- VI. Sponsors: Principal, boys' adviser, girls' adviser, and school counselors
- VII. Procedures and Materials Used: This program was presented on three occasions to three different groups of ninth grade students and their parents. The principal, boys' adviser, girls' adviser, and counselors spoke to the group on a number of topics relative to planning a high school program. The following materials were used:
 - A. High School Schedule of Subjects
 - B. Scratch Program
 - C. Summary of Test Scores
 - D. Program of Courses (Des Moines Technical High School)
 - E. Mimeograph materials about East Des Moines High School

VIII. Activities and Major Topics of Program:

- A. Introductory remarks by the Principal
- B. Interpretation of test results
- C. Graduation requirements
- D. General information about Des Moines Technical High School
- E. General information about East Des Moines High School
- F. Presentation of suggested programs for tenth grade at Des Moines Technical High School
- G. Presentation of electives offered at East Des Moines High School
- H. Directions for completing the form, "High School Schedule of Subjects"
- I. Students worked with their parents in planning a senior high school program.
- J. Appointments were made for individual conferences with the school counselors, in some cases.

Human Growth.

- I. Type of Program: Personal information
- II. Objective: To help students understand the physical changes that occur during adolescence
- III. Students Involved: Seventh grade students
- IV. Date and Place: December 9, 10, 11, and 12, 1963;
Hygiene room
- V. Time Allotted: Fifty minutes
- VI. Sponsors: School nurse and counselors
- VII. Procedures and Materials Used: This program was presented on eight different occasions to eight different groups of twenty to thirty-five members. The first four presentations were for boys only, and the last four were for girls only. The school nurse discussed various growth problems with the students. The film, "Human Growth," was used in this program.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. Some common growth problems of adolescence
 - C. Skin care
 - D. Importance of proper diet
 - E. Importance of adequate sleep
 - F. The film, "Human Growth," was shown.
 1. Growth patterns in males and females from

birth to maturity.

2. The functions of glands in growth
3. The structure and function of male sex organs
4. The structure and function of female sex organs
5. Growth patterns from conception to birth
6. Presentation of questions to be discussed
- G. Discussion of questions presented in the film and those asked by students.

East High School Representative.

- I. Type of Program: Educational information
- II. Objective: To inform students of the educational opportunities available at East Des Moines High School
- III. Students Involved: Eighth grade students
- IV. Date and Place: December 10, 1963; Auditorium
- V. Time Allotted: Fifty minutes
- VI. Sponsors: East High School counselors
- VII. Procedures and Materials Used: All eighth grade students were assembled in the auditorium. A mimeograph of the educational programs offered at Des Moines East High School was distributed. East High counselors spoke to the students about the programs.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. Track system at East High School
 - C. Electives offered at East High School
 - D. Extracurricular activities at East High School
 - E. Question and answer period

Vocational Information.

- I. Type of Program: Occupational information
- II. Objective: To acquaint students with the problems encountered in selecting a vocation.
- III. Students Involved: Eighth grade students
- IV. Date and Place: December 26, 1963; Social science classes
- V. Time Allotted: Fifty minutes
- VI. Procedures and Materials Used: This program was presented on eight different occasions to eight different groups of eighth grade students during social science classes. The counselors discussed with the students various aspects of career planning. Mimeograph materials were used in these meetings.
- VIII. Activities and Major Topics of Program:
 - A. Importance of career planning
 - B. Basic facts to consider in vocational planning
 1. Abilities and aptitudes
 2. Interests
 3. Opportunities
 - C. Methods of identifying abilities and interests
 - D. Current trends in job opportunities
 - E. General job categories and their related abilities

3. Vocational Guidance

Occupational Information.

- I. Type of Program: Occupational information
- II. Objective: To acquaint students with some of the sources of occupational information
- III. Students Involved: Eighth grade students
- IV. Date and Place: January 7, 8, and 9, 1964; School library
- V. Time Allotted: One hundred and fifty minutes
- VI. Sponsors: School librarian, language arts teachers, school counselors
- VII. Procedures and Materials Used: This program was a special three day language arts unit. During these three days, eighth grade language arts classes were held in the school library. On the first day of this unit, the librarian discussed with the students the various sources of occupational information found in the school library. The last two days were devoted to individual study. Each student investigated three occupations.
- VIII. Activities and Major Topics of Program:
 - A. Sources of occupational information found in the school library
 1. Occupational Literature
 2. Dictionary of Occupational Titles
 3. Occupational Outlook Handbook

4. Readers' Guide to Periodical Literature

5. Vertical file

6. Card catalog

7. Encyclopedias

B. How to use these sources

C. Question and answer session

D. Students' investigation of three occupations

1. Duties and nature of the occupation

2. Qualifications

3. Preparation

4. Methods of entry

5. Advancement

6. Earnings

7. Related occupations

2. Activities for the study of the occupation

A. Library research

B. Interviewing

Ninth Grade Electives.

- I. Type of Program: Educational information
- II. Objective: To inform students of the educational opportunities available in ninth grade
- III. Students Involved: Eighth grade students
- IV. Date and Place: January 13, 1964; Auditorium
- V. Time Allotted: Fifty minutes
- VI. Sponsors: Principal, boys' adviser, girls' adviser, and counselors
- VII. Procedures and Materials Used: All eighth grade students assembled in the auditorium. Mimeograph materials were used. The principal, boys' adviser, girls' adviser and counselors discussed with the students the various ninth grade electives.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. Required subjects in ninth grade
 - C. Description of ninth grade electives
 - D. Sample programs for the ninth grade
 - E. Question and answer period

Nursing as a Career.

- I. Type of Program: Occupational information
- II. Objective: To acquaint students with some facts about careers in nursing.
- III. Students Involved: Interested eighth and ninth grade students
- IV. Date and Place: January 16, 1964; Room 103
- V. Time Allotted: Thirty minutes
- VI. Sponsors: Warren Harding Junior High School counselors and KDPS television station
- VII. Procedures and Materials Used: This televised program was produced by KDPS, Des Moines public schools' educational television station. All interested eighth and ninth grade students assembled in Room 103 to view the program.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks--purpose of meeting and points to be covered
 - B. The present need for nurses in the United States
 - C. The predicted need for nurses in the United States
 - D. Methods of obtaining a license to practice nursing in the State of Iowa
 - E. Important advantages in a nursing career
 - F. Suggested high school electives for prospective nurses

Planning a Tentative Program for Ninth and Tenth Grades.

- I. Type of Program: Educational information
- II. Objective: To help students develop a tentative program for the ninth and tenth grade
- III. Students Involved: Eighth grade students
- IV. Date and Place: January 27, 1964; Social science classes
- V. Time Allotted: Fifty minutes
- VI. Sponsors: School counselors
- VII. Procedures and Materials Used: This program was presented on eight occasions to eight different groups of eighth grade students during social science classes. Mimeograph materials were used. The school counselors discussed with the students information necessary to planning a ninth and tenth grade program.
- VIII. Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. A review of the graduation requirements
 - C. A review of ninth grade electives
 - D. A review of senior high school electives
 - E. Directions for completing the "scratch program"
 - F. Question and answer period
 - G. Students worked individually on a tentative program for ninth and tenth grade
 - H. Appointments were made for individual interviews

Eighth Grade Group Parent Conferences.

- I. Type of Program: Educational information
- II. Objective: To help students and their parents form some tentative and final decisions about a ninth grade program and a senior high school program.
- III. Students Involved: Eighth grade students
- IV. Date and Place: February 4, 5, and 6, 1964; School cafeteria
- V. Time Allotted: One hundred minutes
- VI. Sponsors: Principal, boys' adviser, girls' adviser, and school counselors
- VII. Procedures and Materials Used: This program was presented on three occasions to three different groups of students and parents. The principal, boys' adviser, girls' adviser, and counselors spoke to the group on a number of topics relative to planning a ninth and tenth grade program. The following materials were used:
 - A. High School Schedules of Subjects
 - B. Scratch Program
 - C. Summary of Test Scores
 - D. Selection of Ninth Grade Elective Subjects
 - E. Program of Courses (Des Moines Technical High School)
 - F. Mimeograph materials about East Des Moines High School

VIII. Activities and Major Topics of Program:

- A. Introductory remarks by the principal
- B. Interpretation of test results
- C. Graduation requirements
- D. Ninth grade electives
- E. Presentation of suggested programs for tenth grade at Des Moines Technical High School
- F. Presentation of electives offered at East Des Moines High School
- G. Directions for completing the form "High School Schedule of Subjects"
- H. Students worked with their parents in planning a program for ninth and tenth grade.
- I. Appointments were made for individual conferences with the school counselors, in some cases.

The Conventional High School.

- I. Type of Program: Educational information
- II. Objective: To inform students of the educational opportunities available in the conventional high school
- III. Students Involved: Eighth and ninth grade students
- IV. Date and Place: February 27, 1964; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: James Callanan Junior High School counselors and KDPS television station
- VII. Procedures and Materials Used: This televised program was produced by KDPS, Des Moines public schools' educational television station. All eighth and ninth grade students assembled in the auditorium to view the program.
- VIII. Activities and Major Topics of Program: In this program, a panel of Des Moines high school students discussed various programs offered in the conventional (non-technical) high school. The following high school programs were discussed:
 - A. Business Education programs
 - 1. Stenographic
 - 2. Clerical
 - 3. Bookkeeping
 - 4. Distributive education
 - B. Liberal Arts academic program
 - C. Scientific, Engineering, and Technical academic programs

Future Employers, A Meeting for Boys.

- I. Type of Program: Educational-occupational information
- II. Objective: To help the student become aware of the importance of school in obtaining employment
- III. Students Involved: Eighth and ninth grade boys
- IV. Date and Place: April 22, 1964; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: School counselors
- VII. Procedures and Materials Used: All eighth and ninth grade boys met as a group in the auditorium. The main speaker for this meeting was the personnel director at Firestone Tire and Rubber Company.
- VIII. Activities and Major Topics of Program:
 - A. Introduction of the speaker
 - B. Points covered by the speaker
 1. Qualities the employer desires
 - a. Proper attitude
 - b. Good attendance
 - c. Ability
 2. The importance of school
 - a. In establishing attitudes
 - b. In establishing attendance patterns
 - c. In establishing a knowledge of the English language
 - d. In establishing a knowledge of mathematics
 3. Question and answer period

Job Opportunities in Specific Areas for High School Students.

- I. Type of Program: Educational-occupational information
- II. Objective: To help students understand the importance of certain high school subjects in obtaining and holding a job
- III. Students Involved: Eighth and ninth grade students
- IV. Date and Place: April 28, 1964; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: May Goodrell Junior High School counselors and KDPS television station
- VII. Procedures and Materials Used: This televised program was produced by KDPS, Des Moines public schools' educational television station. Eighth and ninth grade students assembled in the auditorium to view the program.
- VIII. Activities and Major Topics of Program: This program dramatized the importance of certain high school subjects in obtaining and holding a job. The program presented the story of a high school drop-out's difficulties in finding employment.

Future Employers, A Meeting for Girls.

- I. Type of Program: Educational-occupational information
- II. Objective: To help the student become aware of the importance of school in obtaining employment
- III. Students Involved: Eighth and ninth grade girls
- IV. Date and Place: April 29, 1964; Auditorium
- V. Time Allotted: Thirty minutes
- VI. Sponsors: School counselors
- VII. Procedures and Materials Used: All eighth and ninth grade girls met as a group in the auditorium. The main speaker for this meeting was the personnel director at Northwestern Bell Telephone Company.
- VIII. Activities and Major Topics of Program:
 - A. Introduction of the speaker
 - B. Points covered by the speaker
 1. Qualities the employer desires
 - a. Ability
 - b. Dependability
 - c. Initiative
 - d. Good attendance
 - e. Efficiency
 - f. Cheerfulness
 - g. Proper dress
 2. The importance of a knowledge of English and mathematics to job success
 3. Question and answer period

Summer School.

- I. Type of Program: Educational information
- II. Objective: To inform students of the educational opportunities available in summer school
- III. Students Involved: Seventh, eighth, and ninth grade students interested in attending summer school
- IV. Date and Place: May 8, 1964; Cafeteria
- V. Time Allotted: Forty-five minutes
- VI. Sponsors: Boys' adviser and counselors
- VII. Procedures and Materials Used: All interested students assembled in the cafeteria. The boys' adviser and the counselors discussed with the students the electives offered in summer school. A summer school enrollment card was given to each student.
- VIII. Activities and Major Topics of Program:
 - A. General information about summer school
 - B. Summer school electives
 - C. Courses offered for make-up credit
 - D. Question and answer period
 - E. Completion of summer school enrollment card

III. SUMMARY

The data presented in this chapter completed the foundation necessary for developing an improved group guidance program for Amos Hiatt Junior High School. The recommendations of authorities, presented in the previous chapter, provided guidelines for an improved program. Material presented in this chapter served two functions. The needs of students indicated directions for improvement. Facts about the existing group guidance program provided a frame of reference for developing an improved program.

CHAPTER IV

SUMMARY, COMPARISONS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to develop an improved program of group guidance for Amos Hiatt Junior High School. Such an improved program was to be based upon the recommendations of authorities as found in the literature, the needs of Amos Hiatt students, and facts about the existing group guidance program at Amos Hiatt Junior High School. A review of the literature was conducted to determine the recommended group guidance practices which have significance for the junior high school. The Mooney Problem Check List was administered to approximately one half the Amos Hiatt school population to determine the guidance needs of students. Information about the existing group guidance program was obtained through personal interviews with Amos Hiatt school faculty members and through an examination of school records.

II. COMPARISONS

In this study, the existing group guidance program at Amos Hiatt was compared with the recommendations of authorities and the needs of the students. From these comparisons, conclusions and recommendations were derived.

For the purpose of comparison, the existing group guidance program was analyzed in terms of its educational, occupational, and personal-social offerings.

Educational guidance offerings. Educational guidance was given major emphasis in the existing group guidance program. Twenty-eight group programs were presented during the 1963-64 school year, and twenty-two of these programs offered some type of educational guidance. The authorities recommended that the educational phase of a group guidance program should include orientation, educational opportunities, and study habits programs.

The topics presented in the existing orientation program and those recommended by authorities were in close agreement. Information was presented to the students on such topics as personnel, plant, programs, policies, and procedures. However, no consideration was given to the opportunities for pupil participation in clubs and other co-curricular activities.

Eleven of the existing group guidance programs presented information about educational opportunities. All eleven of these programs offered information about educational opportunities in junior and senior high school. The topic of educational opportunities beyond high school was not covered in the existing group guidance program. A number of students, at all levels, expressed a desire for this

type of information. This was indicated by the Check List item, "Wanting more information about college," which was checked by thirty-two per cent of the seventh grade group, twenty-seven per cent of the eighth grade group, and thirty-two per cent of the ninth grade group. It was also significant that more than twenty-five per cent of the ninth grade group checked the item, "Wanting advice on what to do after high school."

The topic of study habits was given some treatment in the existing group guidance program. However, the Check List results suggested that greater emphasis needed to be given to the topic of study habits. More than twenty-five per cent of all groups surveyed expressed concern about some phase of study.

Occupational guidance offerings. Occupational guidance was offered in five of the existing group programs. The authorities recommended that this phase of a group guidance program present information about immediate job opportunities, as well as information about future job opportunities. The existing program gave adequate attention to future job opportunities. Programs were presented about vocational planning, sources of occupational information, and careers in nursing. Information about immediate job opportunities was not presented in the existing group guidance program. A need for this type of guidance, es-

pecially at the ninth grade level, was indicated by the Check List results. The following items gave some indication of this need: "Wanting to earn some of my own money," checked by fifty-four per cent of the ninth grade group; "Needing a job during vacation," checked by forty-two per cent of the ninth grade group; and "Needing to find a part-time job now," checked by thirty-eight per cent of the ninth grade group. The authorities suggested that group guidance can assist students in developing job-getting techniques.

Personal-social guidance offerings. Only one of the existing group programs offered personal-social guidance. This was the program, Human Growth. It was recommended by authorities that additional topics, such as good grooming and family relations, are suitable for personal-social guidance.

In a few of the existing programs, some consideration was given to the topic, good grooming. However, this coverage was primarily limited to school policies regarding dress. The Check List results indicated that some students could utilize more information about good grooming. Nearly one third of the seventh grade group were concerned about personal appearance.

Guidance in family relations was not offered in the existing program. It appeared from the Check List results that family relations were not a matter of major concern

for the seventh and eighth grade groups. However, family relations were a matter of concern to a large number of the ninth grade group. In the general problem area, Home and Family, a total of seven problems were checked by twenty-five per cent or more of the ninth grade group, and six of these items indicated difficulties between students and their parents.

III. CONCLUSIONS

From these comparisons and other data presented in this study, the following conclusions were derived:

1. The existing group guidance program at Amos Hiatt Junior High School is fairly adequate. Although many other topics would be included in a comprehensive group guidance program, the present provisions for group guidance in Des Moines public schools do not permit an extensive program. With special assemblies and special course units as the only means of group guidance, treatment can only be given to the most essential topics.
2. The programs relating directly and indirectly to planning a high school program can be eliminated from the list of topics for ninth grade group guidance. It was necessary during the 1963-64 school year to present this type of information

to both the eighth and ninth grade student, since the two systems of educational planning were in operation. Under the new system of planning, information about planning a high school schedule need only be presented at the eighth grade level.

3. The existing orientation program is adequate in all aspects except one. Consideration was not given to the opportunities for student participation in extracurricular activities. As suggested by authorities, informing new students of these opportunities is an important part of the orientation program.
4. More information about educational opportunities beyond high school should be given to Amos Hiatt students. A number of students at all levels expressed a desire for this type of information. A group program on this topic would be most appropriate at the eighth grade level, since formal educational planning is to be done at this time.
5. Adequate emphasis was not given to the development of study techniques in the existing group guidance program. A few of the existing programs gave superficial treatment to this topic. However, the Check List results indicated that a large number of students at all levels had difficulty

in some phase of study.

6. Assistance in obtaining part-time work should be given to some Amos Hiatt Junior High School students. It was revealed by this study that Amos Hiatt students, especially ninth graders, desired part-time work experience. The authorities suggested that group programs can aid students in finding part-time work.
7. In the existing group guidance program, adequate consideration was not given to the topic of good grooming. The coverage of this topic was primarily limited to school policies regarding dress. The Check List results indicated that nearly one third of the seventh grade students were concerned about personal appearance.
8. Group guidance in family relations should be given to the ninth grade students at Amos Hiatt Junior High School. The existing program does not offer such guidance, and the results of this study indicate that a large number of students at the ninth grade level experience difficulties in this area.

IV. RECOMMENDATIONS

Based on these conclusions, a number of recommendations are suggested.

Since the existing group guidance program is fairly adequate, its basic structure should be retained. However, some alterations should be made. All the topics relating directly or indirectly to high school planning should be eliminated from the ninth grade portion of the existing program. It is not necessary to present this information to ninth graders, since in the future, high school planning will be done at the eighth grade level. With these topics eliminated, it is suggested that the following topics be added to the existing group guidance program at the seventh, eighth, and ninth grade levels, respectively:

1. Seventh Grade

- a. Study Habits for Seventh Grade Students
- b. Extracurricular Activities
- c. Good Grooming

2. Eighth Grade

- a. Educational Opportunities Beyond High School

3. Ninth Grade

- a. Study Habits for Ninth Grade Students
- b. Job Opportunities for Junior High School Students
- c. Family Relations

Suggestions for presenting these topics are given on the following pages:

Study Habits For Seventh Grade Students.

- I. Type of Program: Educational information
- II. Objective: To aid the student in developing effective study techniques
- III. Students Involved: Seventh grade students
- IV. Suggested Date and Place: Second week of school;
Seventh grade language arts classes
- V. Suggested Time Allotment: One hundred minutes
- VI. Sponsors: School counselors and language arts teachers
- VII. Suggested Procedures and Materials: This program might be presented as a special two-day language art unit. In this unit, the counselors and language arts teachers might discuss with the students various topics relating to study habits. The films, "How to Study," "How to Take a Test," and "The Importance of Taking Notes" could be used.
- VIII. Suggested Activities and Major Topics of Program:
 - A. The importance of good study habits
 - B. Proper conditions for study
 - C. Budgeting time for study
 - D. The film, "How to Study"
 - E. Discussion of the film
 - F. Preparing and taking examinations
 1. Long range preparations

2. Immediate preparations
3. Proper attitude toward tests
4. Hints about taking tests
- G. The film "How to Take a Test"
- H. Discussion of the film
- I. How to take good notes
- J. The film "The Importance of Taking Notes"
- K. Discussion of the film
- L. Pointers on memorization

Extracurricular Activities.

- I. Type of Program: Educational information
- II. Objective: To inform the incoming students of the various opportunities for pupil participation in extracurricular activities
- III. Students Involved: Seventh grade students
- IV. Suggested Date and Place: Third week of school; Auditorium
- V. Suggested Time Allotment: Fifty minutes
- VI. Sponsors: School counselors
- VII. Suggested Procedures and Materials: All seventh grade students could assemble in the auditorium for this meeting. Eighth and ninth grade members of the various organizations could aid in the presentation of this program. They could give a short skit or program about their organization.
- VIII. Suggested Activities and Major Topics of Program:
 - A. Introductory comments
 - B. Short skits or programs about each extracurricular organization at Amos Hiatt Junior High School
 1. Chess Club
 2. Seventh Grade Chorus
 3. Girls' Sports Club
 4. Student Council
 5. Boys' Intramurals

6. Drama Club
7. Amateur Radio Club
8. Hiatt Herald Staff
9. Y-Teens Club
10. Red Cross Club
11. Model Club
12. Science Club

Good Grooming.

- I. Type of Program: Personal-social information
- II. Objective: To help students develop techniques of good grooming
- III. Students Involved: Seventh grade students
- IV. Suggested Date and Place: Fifth week of school; Hygiene room
- V. Suggested Time Allotment: Thirty minutes
- VI. Sponsors: School nurse, physical education instructors, and school counselors
- VII. Suggested Procedure and Materials: This program could be presented during seventh grade physical education classes. The film, "Body Care and Grooming," could be shown. The physical education instructors and the school nurse could discuss the film and other aspects of good grooming with the students.
- VIII. Suggested Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. The film, "Body Care and Grooming"
 - C. Discussion of the film
 1. Care of skin
 2. Care of hair
 3. Care of nails
 4. Care of teeth
 - D. Discussion of other good grooming topics
 1. Exercise
 2. Good posture
 3. Care and selection of clothing

Educational Opportunities Beyond High School.

- I. Type of Program: Educational information
- II. Objective: To inform students of the many educational opportunities available beyond high school
- III. Students Involved: Eighth grade students
- IV. Suggested Date and Place: Sixteenth week of school;
Auditorium
- V. Suggested Time Allotment: Fifty minutes
- VI. Sponsors: School counselors
- VII. Suggested Procedures and Materials: All eighth grade students could be assembled in the auditorium for this program. The counselors might talk to the group about various educational programs offered to the high school graduate. The mimeographed materials, College Entrance Requirements and Sources of Educational Information, could be used.
- VIII. Suggested Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. The types of educational opportunities available
 - C. Important considerations in selecting a school
 1. The types of programs offered
 2. Location
 3. Accreditation
 4. Admission requirements
 5. Cost--tuition, board, room, and fees

6. Facilities and services offered by the school
- D. General information about colleges and universities
 - E. General information about technical institutes
 - F. General information about health service schools
 - G. General information about vocational training schools
 - H. General information about apprenticeship training programs
 - I. General information about training opportunities in the armed forces
 - J. General information about correspondence schools
 - K. How to recognize the "gyp" schools
 - L. Sources of information about educational opportunities

VIII. Summary of the information and advice given in this report

Study Habits for Ninth Grade Students.

- I. Type of Program: Educational information
- II. Objective: To aid the students in developing effective study techniques
- III. Students Involved: Ninth grade students
- IV. Suggested Date and Place: Second week of school; Ninth grade language arts classes
- V. Suggested Time Allotment: One hundred minutes or more
- VI. Sponsors: School counselors and ninth grade language arts classes
- VII. Suggested Procedure and Materials: This program might be presented as a special two or three-day language arts unit. During this unit, the counselors and language arts teachers might discuss with the students various topics relating to study habits. The book, Effective Study Habits by Francis P. Robinson (New York: Harper and Brothers, 1961) could be used as a guide for this program.
- VIII. Suggested Activities and Major Topics of Program:
The following topics from the book, Effective Study Habits, could be read and discussed in this program.
 - A. The Survey Method of Study
 - B. Applications of the Survey Method of Study
 - C. Effective Skills in Examinations
 - D. Skills in Attack and Concentration
 - E. Motivation to Study
 - F. Classroom skills
 - G. Preparing a Report

Job Opportunities for Junior High School Students.

- I. Type of Program: Occupational information
- II. Objective: To aid students in developing job-getting techniques
- III. Students Involved: Ninth grade students
- IV. Suggested Date and Place: Twenty-fifth week of school; Auditorium
- V. Suggested Time Allotment: Fifty minutes
- VI. Sponsors: School counselors
- VII. Suggested Procedure and Materials: All ninth grade students could assemble in the auditorium for this program. The school counselors could talk to the students about various job-getting techniques. A representative from the Iowa State Employment Office might speak to the students. The film, "Getting a Job," could be used for this program.
- VIII. Suggested Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. Sources of job leads
 1. Relative, friends, and neighbors
 2. Neighborhood merchants
 3. The "want ads" section of local newspaper
 4. Classified section of the telephone directory
 5. Iowa State Employment Office
 - C. Services offered by the Iowa State Employment Office

D. Methods of obtaining an interview

1. By unsolicited visits
2. By telephone
3. By application blank
4. By letter

E. How to complete an application blank

F. Tips about job interviews

G. Follow-up techniques

H. How to obtain a work permit

I. The film, "Getting a Job"

J. Question and answer session

Family Relations.

- I. Type of Program: Personal-social information
- II. Objective: To help students better understand family relations
- III. Students Involved: Ninth grade students
- IV. Suggested Date and Place: Tenth week of school; Social science classes
- V. Suggested Time Allotment: One hundred minutes
- VI. Sponsors: School counselors
- VII. Suggested Procedures and Materials: This program could be presented as a special two-day social science unit. The counselor might discuss with students, during these meetings, various aspects of parent-adolescent relationships. The booklets, Getting Along with Parents by Katharine Whiteside-Taylor (Chicago: Science Research Associates, Inc., 1952) and Do Teenagers Need Families? by Ronald L. Pitzer (St. Paul: University of Minnesota, Agricultural Extension Service, 1963), could be read and discussed. The film, "The Family," could also be used for this program.
- VIII. Suggested Activities and Major Topics of Program:
 - A. Introductory remarks
 - B. Materials on the topics from the booklets, Getting Along with Parents and Do Teenagers Need Families?,

could be read and discussed.

1. Do Teenagers Need Families?
2. Everyone has Parent Problems
3. Basic Causes of Conflicts
4. Understanding the Causes
5. Bridging the Gap Between Youth and Parents
6. Parents are People
7. Your Role in the Family
8. Family Democracy and How It Works
9. What Independency Means
10. Brothers and Sisters: Pals or Pests

C. The film, "The Family"

1. Show film

2. Discuss film

3. Write Trade

a. Facting of

b. Facting of

c. Facting of

d. Facting of

e. Facting of

f. Facting of

g. Facting of

h. Facting of

i. Facting of

j. Facting of

In accordance with the recommendations, the following improved group guidance program for Amos Hiatt Junior High School is proposed:

1. Seventh Grade Programs

- a. Orientation Program for Seventh Grade
- b. Meeting of Seventh Grade Girls
- c. Meeting of Seventh Grade Boys
- d. Study Habits for Seventh Grade Students
- e. Extracurricular Activities
- f. Explanation of Unsatisfactory Work Slip
- g. Good Grooming
- h. Human Growth
- i. Summer School
- j. Television Presentations

2. Eighth Grade Programs

- a. Meeting of Eighth and Ninth Grade Girls
 - b. Meeting of Eighth and Ninth Grade Boys
 - c. Vocational Information
 - d. Occupational Information
 - e. Educational Opportunities Beyond High School
 - f. Ninth Grade Electives
 - g. Technical High School Representative
 - h. East High School Representative
 - i. Planning a Tentative Program for Ninth and Tenth Grade
- faculty.

- j. Group Parent Conferences
 - k. Future Employers, a Meeting for Boys
 - l. Future Employers, a Meeting for Girls
 - m. Summer School
 - n. Television Presentations
3. Ninth Grade Programs
- a. Meeting of Eighth and Ninth Grade Girls
 - b. Meeting of Eighth and Ninth Grade Boys
 - c. Study Habits for Ninth Grade Students
 - d. The Drop-out
 - e. Job Opportunities for Junior High School Students
 - f. Family Relations
 - g. Summer School
 - h. Television Presentations

V. CONCLUDING STATEMENT

Obviously not all the student needs revealed by this study can be met through group guidance. However, it is hoped that if Amos Hiatt teachers and guidance workers are aware of the many problems of concern to Amos Hiatt students, many of the needs unmet by group guidance will be met in the classroom or in the counseling situation. For this reason, the results of the Mooney Problem Check List will be made available to the entire Amos Hiatt Junior High School faculty.

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